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ABSTRACT

In the Division of Teacher Education at Indiana University, all teacher training programs and administrative and service functions are organized on an ad hoc working group basis. This document contains a description of the organizational arrangement within the division and a list of its teacher training programs. It also discusses the decision-making process within the Division of Teacher Education and includes a statement about the evaluation process. (Author)

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TEACHER EDUCATION FORUM

The *Forum Series* is basically a collection of papers dealing with all phases of teacher education including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The *Forum Series* represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to Richard A. Earle, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

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THE REORGANIZATION OF THE DIVISION OF TEACHER EDUCATION

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September, 1973

Volume 2 Number 1

Reorganization of the Division of Teacher Education
and the Institutional Grant

Leo Fay and Susan Shuster — Part I

Teacher Education at Indiana University:
A Look into the Future

Gerald Marker and Susan Shuster — Part II

Decision Making for the Division of Teacher Education:
Criteria and Procedures

Roger Farr and Susan Shuster — Part III

Evaluation Policy for the Division of Teacher Education

Roger Farr — Part IV

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The Forum series is basically a collection of papers. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. Articles are accepted on all phases of teacher education including in-service training and graduate study. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The substance is open to various types of content. Position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average five to twenty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion.

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PART I

REORGANIZATION OF THE DIVISION OF TEACHER EDUCATION AND THE INSTITUTIONAL GRANT

Leo Fay and Susan Shuster

COCS

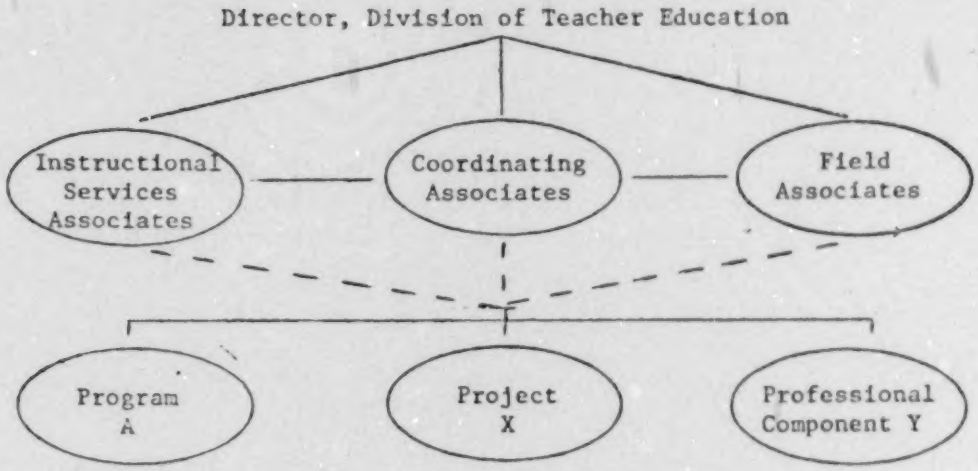
REORGANIZATION OF THE DIVISION OF TEACHER EDUCATION AND THE INSTITUTIONAL GRANT

The organization of the Institutional Grant (IG) and the Division of Teacher Education (DTE) was restructured July 1, 1973 to simplify lines of authority and service. As originally organized the IG consisted of four service centers and two teams for evaluation and dissemination. This organization served a useful purpose during the 1971-72 planning year when no programs were operational. During 1972-73 when the DTE became responsible for programs and projects supported by the IG it became apparent that significant overlap and subsequent redundancy and confusion existed between the activities of the existing offices and services and the IG Centers and Teams. Subsequent evaluation activities pinpointed problems and issues related to this phase of our operations. To avoid the possibility of greater confusion when the DTE became responsible for all teacher education programs and to maximize the use of diminishing resources it became apparent that the DTE/IG structure needed to be simplified.

In keeping with the recommendation from the Committee on Reorganization for Teacher Education, that the DTE organize itself and carry out its work through ad hoc working groups, the essence of the reorganization is that all existing administrative and service functions for both DTE and IG have been assumed by three working groups or teams: Coordinating Associates, Field Associates, and Instructional Services Associates. Figure 1 summarizes the reorganization of the DTE.

Figure 1. REORGANIZATION FOR

THE DIVISION OF TEACHER EDUCATION



Instructional Services Associates: This team functions out of the Instructional Services Development Center and is responsible for the activities and services previously provided by the Instructional Services Center (Materials Center, Library, Audio-Visual Services, and Closed-Circuit T.V.) and the Invention and Development Center.

Coordinating Associates: This team functions out of the Division Director's Office. Individual team members are responsible for the activities and services previously provided by the Division Director, the Director of the Institutional Grant, the Conceptualization Center, the Change Center, the Evaluation Team, and the Dissemination Team.

Field Associates: This team functions out of the Office of Field Experiences and is responsible for the activities and services previously provided by the Office of Professional Experience, the Field Implementation Center, and the Center for Experiential Education.

TEAM FUNCTIONS

I. Coordinating Associates

In addition to the broad functions listed below, within which specific team members have primary responsibility, all associates participate in faculty research, development, teaching and/or professional service of the Division.

a. To assist program teams in the planning and implementation of programs. In an attempt to conceptualize the long-range objectives of the Institutional Grant which have been incorporated with those of the DTE, a position paper was prepared entitled Teacher Education at Indiana Univeristy: A Look into the Future (Volume 2, No. 1: Part II). An attempt to delineate the criteria for decision making and to describe the criteria for decision making and to describe the process for applying these criteria resulted in the preparation of a paper entitled Decision Making for the DTE: Criteria and Procedures (Volume 2, No. 1: Part III).

b. To develop and coordinate evaluation and research activities. One of the primary objectives that the DTE was directed to address when the Reorganization of Teacher Education was approved was that of focusing responsibility, i.e. accountability, in teacher education on the groups

which are planning and operating the programs. In an effort to demonstrate the commitment of the DTE to a comprehensive evaluation program, a paper was prepared entitled Evaluation Policy for the Division of Teacher Education, (Volume 2, No. 1: Part IV).

Research efforts will include the offering of a series of seminars on research needs in teacher education, a review of evaluation data that may be used for answering specific research questions, and the fundings of research projects. Specific activities will be under the direction of the Teacher Education Research Committee to be appointed by the Director of the Division of Teacher Education.

c. To provide the logistical support (recruitment, scheduling, advising, etc.) for programs and projects..

d. To provide dissemination and diffusion services.

e. To seek and allocate resources.

f. To provide liaison with other units of the University and outside agencies.

g. To establish and maintain an internal communication system.

II. Field Associates

a. To organize and conduct a student teaching program for all non-project students.

b. To provide field experiences which facilitate observation, participation, and research opportunities.

c. To provide services to programs and projects such as:

1) supply information about student teaching requirements, amounts budgeted for student teacher stipends and supervisory visits.

2) make initial contacts with schools or agencies that program directors envision as field sites.

3) recruit teachers, former teachers, community people to assume a position in a program when requested to do so.

4) assist with the development and structure of field experience.

d. To provide leadership in the defining and creating of a field experiences program which has both scope and sequence and relationship to the total teacher preparation program.

e. To provide a response mechanism for the implementation of local education authority (LEA) and community agency requests.

f. To provide a medium for the improvement of articulation between the field experiences and instructional programs (i.e. become acquainted with the structure of a program and describe it accurately to potential field site people).

g. To provide opportunities for the associates of the center to teach, particularly that instruction which relates directly to the implementation of the functions of the office.

h. To conduct planning sessions and evaluation sessions with the supervisory personnel attached to programs for the purpose of continuously upgrading supervision.

III. Instructional Services Associates

a. To provide documentation and media services to all learners, both students and faculty.

b. To provide a setting for innovative and creative teaching experiences.

c. To provide a setting for meaningful learning experiences.

d. To make materials and equipment easily accessible to all learners.

e. To advise, suggest and supply alternative materials and/or information packages when the desired materials are not available.

f. To provide orientation to the different divisions of the Instructional Services Center and to the particular services which they each offer.

g. To provide opportunities for the systematic evaluation or review of educational materials.

h. To assist faculty in the development of instructional materials to serve courses and programs.

STAFF ASSOCIATES AND PROGRAM LISTING

1973-1974

I. Coordinating Associates: Education 309, 7-4052

Ed Buffie, Associate Director for Graduate Curriculum Program Planning and Development

Roger Farr, Associate Director for Evaluation and Research

Leo Fay, Division Director and Executive Director of the Institutional Grant

Harold Harty, Associate Director for Dissemination and Funded Project Development

Arthur Oestreich, Associate Director for Fiscal and Physical Resources

Sue Shuster, Associate Director for Undergraduate Curriculum Program Planning and Development

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Homer Hogle, Associate for Experiential Education

Duaine Lang, Coordinator of Field Associates and Associate for Non-Project Student Teaching Experiences

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Gerald Smith, Associate for Supervision Training and Development

III. Instructional Services Associates: Education 227, 7-9076

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Elizabeth Elam, Associate for Instructional Materials Center

Richard Mann, Associate for T.V. and Microteaching

Dan Miller, Associate for Media Services

Michael Molenda, Associate for Instructional Development

Amos Patterson, Coordinator of Instructional Services Associates

A program is a sequence of professional courses or activities planned and supervised by a faculty team to prepare teachers for provisional or professional certification (e.g., The Multicultural Educational Development Program; The Generalist Elementary Fifth Year Program; The Communication Skills Program).

A project is a professional activity which includes courses, field experiences, and/or seminars, all of which are in the state of development or testing and may be used in a program, but which does not in itself lead to certification (e.g. The American Indian Project; The Site Cluster Project).

A professional component is a course or set of experiences that may serve a number of programs or projects (e.g., F200, P280, S485, Student Teaching).

Programs, Projects, Professional Components

Undergraduate Programs

Art Education Program
Guy Hubbard
Education 002, 7-8549

Block Program
Ashley Bishop
Education 341, 7-4702
Dorothy Skeel
Education 341, 7-4702

Communication Skills Program
Ed Jenkinson
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Early Childhood Program
Marion Swayze
Education 326, 7-9041

Elementary Education: Standard Program
Ronald Welch
Education 341, 7-4702

ENCORE Extended Program
Maxine Dunfee
University School 110, 7-8375
Milton Marten
Education 341, 7-4702

English Team Program
Michael Flanigan
Education 326, 7-9041

Foreign Language Education Program
Robert Lafayette
Education 335, 7-8151

Middle School Program
Vernon Pace
333 S. Highland, 7-9768

Journalism Program
Gretchen Kemp
Ernie Pyle 201, 7-9247

Multicultural Educational Development Program
Martha Dawson
Education 309, 7-4052

Music Education Program
Robert Klotman
Sycamore 400, 7-7738

Professional Year Program
James Mahan
Education 321, 7-2001

School Psychology Program
Susan Eklund
Institute for Child Study, 7-1732

Secondary English Program
Vernon Smith
Education 328, 7-1067

Secondary Mathematics Program
John LeBlanc
329 S. Highland, 7-1163

Secondary Science Program
Hans Andersen
Education 202, 7-8658

Secondary Science Teacher Preparation Program
Hans Andersen
Education 202, 7-8658

Secondary Social Studies Program
Howard Mehlinger
1129 Atwater, 7-3838

Secondary Social Studies: Field Experiments Program
Meryl Englander
Education 211, 7-7167
Shirley Engle
Education 326, 7-9041

Secondary Social Studies Laboratory Based Program
Lee Ehman
Education 328, 7-1067
Phil Smith
Education 210, 7-5034

Special Education: Training Program for Teachers of the Mildly Handicapped
Merrill Sitko
R & D Center, 7-5847

Special Education: Training Program for Teachers of the Severely Handicapped
Richard Dever
Education 216, 7-8579
Dennis Knapczyk
2853 E. 10th, 7-6500

Speech and Hearing Therapy Program
Kennon Shank
Speech Clinic, 7-4156

Undergraduate Projects

American Indian Project
James Mahan
Education 113, 7-3468

Bradfords Woods Project
Robert W. Tully
HPER 133, 7-5226

History Department Project
Jack Thompson
Ballantine 734, 7-2170

Secondary Education (Music Education)
Robert Klotman
Sycamore 400, 7-7738

Social Studies Education
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1129 Atwater, 7-3838

Special Education
Patricia Gillespie
Education 216

Urban Education
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Education 309, 7-4052

Professional Components

F100, F200
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Education 109, 7-3468

P280
Beryl Brown
Education 211, 7-7167

S485
Jerry McIntosh
Education 326, 7-9041

Student Teaching (Non-Project)
Duaine Lang
Education 325, 7-4821

Reference Faculties

Educational Foundations (F100, F200, T300, H420)
Robert Arnove
1311 Atwater, 7-8143

Educational Psychology (P280, P443, P510, P515)
Beryl Brown
Education 211, 7-7167

Principles of Secondary Education
Jerry McIntosh
Education 326, 7-9041

PART II

TEACHER EDUCATION AT INDIANA UNIVERSITY: A LOOK INTO THE FUTURE

Gerald Marker and Susan Shuster

TEACHER EDUCATION AT INDIANA UNIVERSITY
A LOOK INTO THE FUTURE

Gerald Marker and Susan Shuster
(Revised) August, 1973

Indiana University is entering a period when the potential for experimentation in teacher education is perhaps greater than at any time in the recent past. The Division of Teacher Education is reviewing many of the organizational restraints to the development and testing of alternatives in teacher education. The Institutional Grant for Preparation in the Education Professions, supported by the U.S. Department of Health, Education, and Welfare Office of Education, provides added support and encouragement for new programs. This mechanism supplies a concentration of funds to increase the impact of teacher training on less well-served populations. These two developments, coupled with the fact that many of the faculty are eager to launch alternative programs, would seem to indicate that now, if ever, is the time for rational change at Indiana University.

However, specific decisions need to be consistent with some long-range goals for the teacher education programs at this institution. It is the establishment of these goals that is the subject of this report to the faculty. Faculty thinking is solicited regarding the program characteristics which are proposed in this document. Long-range planning can be accomplished only if the faculty is in general agreement with the overall goals.

When planning for the future, one is tempted to propose a single ideal teacher education program. The ability of a narrowly focused program to marshall resources and talents at first makes it an attractive alternative. The current state of the profession is such, however, that agreement as to the program content, procedures, etc., by those training agents responsible for teacher education is not only impossible but is in reality, irrelevant. What a teacher should know, be, and do means quite different things to different persons. As the preparation for a variety of what may be different roles evolves, it becomes increasingly apparent that "training" can assume many characteristics, not all of which are consistent. For example, some argue that teacher preparation thrusts must include a heavy field experience component while others contend that one can effectively simulate such experiences with little reduction in training effectiveness but substantial saving in program costs. Systematic evaluation ought to shed light on many such discussions. In the meantime, it seems appropriate to encourage a pluralistic approach to teacher education.

It is imperative that the new programs attempt to attain the objectives and expected outcomes as stated in the Institutional Grant Proposal. They are stated herein as they appear in the proposal.

The Objectives and Expected Outcomes

The long-range objective of the Institutional Grant program is to design, operationalize, test, and demonstrate a

model system for the preservice and inservice education of teachers. In order to attain this objective, the following sub-objectives and outcomes must be attained.

1. A major modification of the structural and programmatic elements of the professional training sequence in the Indiana University School of Education.

The future plan for this School envisions a non-departmentalized set of ad hoc task groups (or training teams) each of which has responsibility for the education of a group of prospective teachers or teachers inservice. The distinguishing feature of the revitalized curricula will be an array of alternative programs leading to professioanl preparation which reflects the diverse backgrounds of the trainees and the diverse settings and roles in which they will function as teachers.

2. Increased direct participation of Arts & Sciences and other university personnel* in professional training programs, and modification of course experiences in Arts and Sciences to reflect professional training needs.

The proposed training teams envision a pattern of interdisciplinary design and staffing which has not been characteristic of university involvement in teacher education in the past. Professors from a variety of departments at Indiana University are being solicited to assume instructional and

*When reference is made to units or divisions of the University it should be understood that involvement is sought not only with the unit as an administrative entity but also with the faculty and students of the unit. Student input is sought chiefly through the extant student advisory structure established by the unit.

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design responsibilities as training team members. Increased direct involvement of this type will be fostered on a continuing basis by providing released time to these personnel to work on development (pre-training programs). This involvement will be in addition to the more conventional objective of modifying experiences in Arts and Sciences and other units where trainees receive their liberal education and cognate backgrounds. Some departments, e.g., mathematics, are already involved in modifying their courses for teachers and integrating them with specific professional experiences; others, e.g., chemistry, are already engaged in training programs to raise the level of teaching effectiveness of undergraduate instructors. These moves will be extended across the full range of university departments.

3. Reconceptualizing the role of the local education authority (L.E.A.) and the local educational association in the education of teachers.

Student teaching as the cornerstone for the involvement of the local education authority in teacher education must be abandoned. A new set of joint contractual arrangements with L.E.A.'s will be devised based on the assumption that a quid pro quo exists which can be employed to breathe life into a moribund relationship. The new patterns will assume from the university's point of view that the trainee needs early, frequent, and diversified contacts with operating public schools. From the L.E.A.'s point of view it will assume that direct

involvement with the university and student trainees can be an important vehicle for accomplishing change in the L.E.A. through inservice teacher development and curriculum improvement programs. A variety of contractual relationships will be explored attuned to the objectives of alternative training programs. L.E.A. personnel will become participating members of training teams and, in turn, professors and trainees will become directly involved in local school improvement efforts.

4. Direct involvement of community agents and agencies in the education of teachers.

Community involvement in teacher training programs has, at best, involved sporadic consultation. This program will extend beyond consultation and policy making to involve community personnel as training team members with adjunct university status. An Office of Experiential Education has been established for trainees to work with community personnel on a systematic basis as a part of their regular educational experience. To whatever extent possible, the concept of quid pro quo involvement will be employed in fostering this relationship, i.e., attempts will be made to identify community development programs in which university professor-trainee participation will facilitate the achievement of community ends.

5. Development of strategies, tactics, and materials which are usable in multiple settings for the improvement of teacher education.

As important as it may be for the university to work toward the end of providing an optional training experience for its students, this is not the full extent of the university's responsibility. The university must be concerned with the development of new knowledge and new applications of existing knowledge in any field in which it functions. Explicit attention will be paid to the invention and development of new programs and materials which can be diffused widely in teacher education and the demonstration and dissemination of new models for organizing and carrying out a revitalized program of teacher education in the university setting.

6. The institutionalization of the proposed new model for teacher education as a permanent feature of the training of educational personnel at Indiana University.

This effort is not a project in which Indiana University is becoming involved on a short term basis. The School of Education faculty is already in the process of reorganizing itself to accomodate the revitalized program.

Over the next six or seven years, numerous new programs (estimates run from ten to twenty) will be given a trial. We propose to think of the new programs AS A GROUP of training efforts which exhibit certain characteristics which are consistent with the objectives as stated above. Even though not every program will have all the characteristics, we believe it is still useful to plan on the basis that AS A GROUP the new programs will have a set of distinctive characteristics.

Put another way, we propose that if an evaluation team were to visit Indiana University in 1977 and describe our GROUP of new programs their description would include the following:

Facilitators

1. Interdisciplinary teams who represent the university, community, and local education authorities, assume responsibility for the professional experiences of given groups of students.

2. Instructional teams demonstrate a high sense of commitment to and interest in the programs for which they have responsibility.

3. Program teams assume an active role in the development of library materials, instructional centers, teaching-learning materials, and instructional media.

4. Program faculty actively engage in research and publication directly relating to the instructional programs in which they participate, i.e., instructional programs are viewed as legitimate areas for research.

5. Where appropriate, instructional teams exhibit differentiated staffing patterns crossing traditional university, school, and departmental lines.

6. The operation of the programs exhibits strong evidence of cooperation between community, teacher, local and state administration, and higher education institutions.

Participants (Students)

1. The student body includes significant numbers of students from poor and minority groups.

2. The teacher trainees demonstrate a commitment to or heavy investment in their preparation.

3. A substantial number of students seek training in professional and paraprofessional roles in areas where no training programs existed in 1971, e.g., teachers for inner city schools, teacher aids (paraprofessionals), community resource persons, teaching team leaders, diagnostic teachers, master teachers, tutors, etc.

4. Students exercise considerable latitude in selecting their own career goals, sequence of instruction, rate of instruction, degree of personal involvement in educational experiences, and competencies in which they wish to be prepared.

Program Components

1. Programs require a substantial commitment to teacher education and represent varying lengths of training time depending upon the role involved.

2. The roles for which persons are trained are described in terms of the competencies that are required of persons in such roles, and programs are designed to teach students those competencies, e.g., diagnose student needs and learning difficulties, utilize technological equipment; evaluate student achievement; judge appropriateness of instructional materials.

3. Programs develop and utilize materials and procedures which are generalizable to other settings, e.g., computer-assisted materials, self-instructional modules, simulations, training and protocol materials.

4. Taken as a group, the programs provide alternative avenues to certification, e.g., primarily self-instructional programs, primarily field-based programs.

5. Parity groups are consulted in the formulation and testing of the new programs.

6. The coordination of the various programs is sought and realized so that they are sharing materials, procedures, field sites, etc.

7. Training programs are based upon theoretically grounded concepts and principles.

8. Wherever possible, technology is employed to replace the didactical portion of teaching, i.e., the imparting and reinforcing of skill and knowledge; thus more and more faculty are released to manage instruction so that the student thinks for himself, i.e., problem solving and to actively interact with the student, e.g., counseling.

9. Graduates of these new programs receive the necessary certificates to be permitted to perform their roles in the settings for which they were designed.

10. Selective admission is practiced by most programs with the criteria for such decisions validated by research.

11. The programs include a wide variety of laboratory experiences which are well grounded in available theory.

12. The programs reflect the consideration of guidelines developed by national learned societies and professional associations.

13. The programs include provisions for faculty development.

14. The programs reflect a concern for and inclusion of in-service teacher training.

15. The programs emphasize the need for a careful and cooperative inclusion of theory, training, and teaching-field components.

Products

1. The Division of Teacher Education and the Institutional Grant structure have an active dissemination program which makes available for distribution copies of speeches, research reports, theoretical articles, program descriptions, and materials.

2. Numerous competency based professional core modules exist from which instructional teams select those which provide students with experiences consistent with that team's training program.

3. The programs develop a wide array of protocol materials that relate to objectives of instruction and which can be identified, analyzed, and sequentially arranged; they are implemented so that principles of psychology, sociology, philosophy, and pedagogy are employed in analyzing them.

Evaluation

1. The programs evaluate teaching and program components as an ongoing process. The evaluation is based on data which emanates from students, peer judgment, and quality of learning results as reflected by objective means in lieu of or in addition to grades. Insofar as they are available, data are used to continually monitor and modify the programs.

2. A systematic ongoing data collection process is conducted which describes the characteristics of students admitted, retained, and graduated, and this information is made available to students and faculty for purposes of determining the profile of program participants.

3. The results of follow-up evaluations of graduates is incorporated into appropriate program modifications.

PART III

DECISION MAKING FOR THE DIVISION OF TEACHER EDUCATION: CRITERIA AND PROCEDURES

Roger Farr and Susan Shuster

Decision Making for the Division of Teacher Education

Criteria and Procedures

July 1973

Introduction

The success of the Division of Teacher Education (DTE) is largely dependent on the success of the teacher education programs that are part of the division. Because the DTE is designed to promote new ideas and programs, flexibility must be maintained in making decisions regarding the initiation, planning, implementation and recycling of projects. It is the purpose of this paper to describe the major decision points in the development of a new project, the types of decisions that can be made, the criteria for making the decisions, and input sources for decision making. Basically, this is an attempt to delineato the criteria for decision making and describe the process for applying these criteria.

Decision Making Responsibility

In the DTE, operational program decisions are the responsibility of the Division Director. For programs receiving Institutional Grant fiscal support, he is responsible to both the Policy Board of the Institutional Grant and the funding agencies, the Indiana University School of Education and the U.S. Office of Education. It is the responsibility of the Policy Board to establish priorities, to review the Director's decisions to determine if those decisions are congruent with established goals and priorities. In addition, the Policy Board has the right and responsibility to review the procedures that are being used for decision making.

All DTE programs regardless of the source of support are processed through the regular approval procedures of the School of Education, the University, the State Department of Public Instruction and other appropriate agencies.

Criteria for Decision Making

Because of the close relation of the Institutional Grant to the Division of Teacher Education, the criteria for program decision making reflect the goals and concerns of both organizations. It would be a simple matter to list the goals of the Institutional Grant and state that these will be the criteria for program decision making. This would not only be an oversimplification but would also be invalid. Decision making criteria do include a variety of factors in addition to goals.

It is probably impossible to list all of the criteria which are used in making decisions regarding programs, but to the extent that these criteria can be stated, they provide increased recognition of the actual emphases of the DTE. It is also important that these criteria and the process for applying them be made available to everyone who is developing,

interested in developing, or implementing a teacher education program as part of the Division of Teacher Education.

Criteria for Program Decision Making

These criteria will be used in program decision making. They are not meant to be, nor could they be, applied in any absolute way, nor do all apply to any single program. They are, however, the criteria that will be used at various decision points in the development of a program.

At different decision points certain criteria will necessarily receive greater emphasis than others; it is this flexibility that is inherent in all decision making and cannot be reflected in a listing of criteria.

Criteria for Program Decision Making

I. Program Goals

A. Programs should be designed to meet the needs of society and the schools through any of the following:

1. The development of an alternative training program to prepare students for extant professional roles.

2. The development of an alternative training program to prepare students for reformulated but already extant professional roles.

3. The development of an alternative training program to prepare students for new professional or paraprofessional roles.

B. There must be a balance between programs designed to meet the following objectives:

1. To effect a major modification of the structural and programmatic elements of the professional training sequence in the School of Education.

2. To increase direct participation of Arts and Sciences and other university personnel in professional training programs, and to increase modifications of course sequences in Arts and Sciences to reflect professional training needs.

3. To reconceptualize the role of local educational agencies and teacher associations in the education of teachers.

4. To directly involve community agents and agencies in the education of teachers.

5. To develop strategies, tactics, and materials which are usable elsewhere for the improvement of teacher education.

6. To institutionalize the new model for teacher education as a permanent feature of the training of educational personnel at the University.

C. There must be a balance between programs to train students for different grade levels.

D. There must be a balance between types of programs, e.g., competency based, field based, highly individualized, etc.

II. Program Characteristics

A. Programs rather than courses will be given top priority. Programs are difficult to define explicitly but inherent in programs are the following:

1. A continuity and coherency among the experiences that are provided.

2. Most or all of the professional competencies needed to perform the professional role will be provided or at least will be planned for.

3. Programs usually necessitate a variety of staff inputs and a variety of experiences for students.

B. Programs should demonstrate an attempt to modify Arts and Sciences courses for teachers integrating them with professional experiences.

C. The program should demonstrate that it has the potential to recruit and enroll students.

D. Programs may deal with professional and paraprofessional experiences up to and including the fifth year if this is indicated.

E. Programs must demonstrate that they are diffusing materials and/or ideas which have been developed.

III. Program Faculty

A. Program faculty should attempt to include Arts and Sciences faculty for both planning and implementation phases. Some programs may be composed primarily of Arts and Sciences faculty.

B. Program faculty should include a variety of parity groups for both planning and implementation phases. Parity groups include legal education agencies, community groups, departments of public instruction, other institutions of higher education, students, public school faculty groups, and professional organizations.

C. Program implementation should generally be carried out by the program planners.

D. Programs should allow for the professional development of all team members.

E. Program faculty should have potential for successful program development.

IV. Program Planning and Evaluation

A. Program development should involve parity groups in program planning, implementation, and evaluation.

B. The program team will develop a set of objectives to be stated in language that will allow for the evaluation of the attainment of the objectives.

C. The program team will indicate a commitment to participate in a comprehensive evaluation program. Evaluation activities for each team will include the following:

1. A commitment to allow program data to be collected to meet the evaluation needs for the total Institutional Grant project.

a. A commitment to provide an adequate description of the program for it to be evaluated.

2. A commitment to develop a comprehensive evaluation plan and to carry out that plan. These plans are to provide information for rational program decision making.

3. A commitment to have the evaluation plan reviewed by the evaluation unit.

D. Programs should work with coordinating staff in planning and implementation.

V. Program Evaluation (Only applied when programs are being considered for recycling.)

A. Programs should provide evidence relative to:

1. Accomplishment of competencies of teacher trainees.

2. Diffusion of programs in terms of products and/or ideas.

3. Potential of program for institutionalization.

B. Programs should provide evidence that formative evaluation has been used in program development.

C. Evaluation data relative to the program's accomplishment of Institutional Grant goals should be reviewed. This information will normally be supplied by the evaluation team.

Decision for Program Development

There are five key points where program decisions are crucial. These are when the program is being conceptualized, when the program developers

are encouraged to expand their ideas into specific plans, when operation plans are developed, when financial commitment is made to a program, and when a program is completing one cycle and is ready to begin a second cycle. The time line for these five decision points would be as follows:

1	2	3	4	5
Development of Idea	Encouragement to Expand Idea	Specification of Operational Plan	Financial Commitment	Recycling Point

The outline below describes these five decision points more completely:

Decision Points in Program Development

Decision	Decision Maker	Advisory Groups to be Consulted*	Time of Decision
1. Development of idea for program	Faculty (group or individual); Policy Board; anyone with a program idea	Unlimited	Almost anytime
2. Encouragement to expand idea	Division Director	Advisory Committee; Specialists in the program area; Coordinating Staff	Almost anytime
3. Specification of Operational Plan	Associate Directors of DTE	Specialists in the program and support areas; Advisory Committee	Almost anytime
4. Financial commitment	Division Director	Policy Board; Coordinating Staff	Nov. 15 for all programs for following academic year
5. Recycling point	Division Director	Policy Board; Coordinating Staff	March 1st for programs to recruit students for following semester.

*These groups are those that must be consulted. Many other groups and individuals can and should be consulted.

It is obvious that the final decision-making power is the responsibility of the Division Director. However, certain groups that must be consulted for advice and, in the case of the Policy Board, priorities are established for decision making. There are many groups that may be consulted regarding program decision making. These include:

1. Policy Board
2. Coordinating Staff
3. School of Education (Individuals and Departments)
4. University Faculty (Individuals and Deparments)
5. Faculty of Related Programs
6. Ad Hoc Advisory Groups

Summary

This paper has attempted to describe a vary complex and very sensitive area, that of deciding which programs to fund. The criteria and procedures outlined in this paper should be distributed to everyone interested in teacher education programs at Indiana University.

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PART IV

EVALUATION POLICY FOR THE DIVISION OF TEACHER EDUCATION

Roger Farr

Evaluation Policy for the

Division of Teacher Education

The DTE is committed to a comprehensive evaluation program. This was one of the primary goals that the DTE was directed to address when it was approved by the School of Education faculty. The evaluation concept is to permeate every aspect of the division operations.

The concept of evaluation endorsed by the DTE is that evaluation is the process of providing information for making decisions. Evaluation is not, however, the total criterion set for decision making; other forces operating on the decision process include budget restraints, system adaptability, and political realities.

The overall evaluation program will provide information for making decisions regarding needs, alternative approaches to meeting those needs, and the effectiveness of programs in reaching their goals. The operationalization of this definition of evaluation means that those who are teaching and developing courses, programs, and projects are to collect information to help them make decisions. This emphasis on evaluation will result in a more careful assessment of what programs, projects, and courses ought to attempt to achieve; how best to achieve desired goals; and whether goals are achieved.

The specific structure for this comprehensive evaluation program will evolve from the following considerations:

1. Evaluation plans should be developed and implemented for all phases of the DTE. (i.e., programs, courses, administrative units, etc.)
2. Evaluation plans should be designed to provide information for project and program decision making.

3. Evaluation is the responsibility of all DTE faculty. This means that individuals who provide instruction or supervision and individuals who direct programs are to plan and implement evaluation activities for their specific responsibilities.
4. The evaluation effort should be concerned with assessing the appropriateness of the goals and objectives of the entire division as well as of projects, programs, and courses. This will involve needs assessments as well as projections regarding the future of teacher education.
5. Evaluation plans should be designed to provide information regarding the accomplishment of the major objectives of the DTE.
6. The DTE will provide guidance and assistance to all faculty members as they develop and implement their evaluation plans.
7. While evaluation should be continuous for all programs, the level of intensity of evaluation should be greater for tryout and experimental programs and courses.
8. The DTE is committed to increase the knowledge of evaluation methodology, particularly as it applies to teacher education.
9. In that evaluation is considered an integral part of instruction and program implementation, a budget allowance for the evaluation effort is strongly recommended. The lack of budget allocations, however, can not be interpreted as justification for lack of an evaluation effort.

While the prime purpose of the evaluation efforts are curriculum development and the improvement of teacher education programs, it is possible that other purposes can be served through the evaluation effort. Evaluation can be the basis for a faculty member's research and writing efforts. Evaluation can also assist a faculty member in documenting his professional growth and development.